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ABSTRACT

In its three parts, this presentation: (1) describes five aspects of James Coleman's concept of "social capital"; (2) describes how the concept of social capital was used to develop a questionnaire for assessing teachers' investment of emotional self (personality, warmth, enthusiasm, etc.) in caregiving; and (3) provides related information about aspects of a research project based on the conceptualization and use of the questionnaire. Defined are five components of teachers' social capital: attention, personal interest, intensity of involvement, intimacy or closeness, and persistence or continuity over time. These characteristics are seen as lying at the core of successful developmental education programs for young children. The questionnaire was designed to answer the questions: (1) To what extent do early childhood teachers report investment of social capital with each student? (2) Are self-reported information and observational data consistent for 20 percent of the subjects? Each component of social capital was delineated in terms of Child Development Associate (CDA) functional areas. The quesionnaire was field-tested in two metropolitan areas. The concluding portion of the presentation includes a brief overview of the literature on social capital; discusses results of efforts to establish the instrument's reliability and validity; and depicts expected outcomes of the project. (RH)

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"WHAT YOU GIVE IS WHAT YOU GET"

A PRESENTATION AT

NAEYC

BY

Dr. Marjorie W. Lee and Dr. Rosa Trapp-Dukes
Howard University

and

Dr. Iris R. Sutherland, Fiorello H. LaGuardia
Community College

Saturday, November 12, 1988

Anaheim, California

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This presentation is based on a research project dealing with the extent to which preschool teachers invest social capital (themselves, i.e. their personality, effort, enthusiasm, attention, professional skills) into their care and instruction of young children. The research is funded by Howard University's Office for the Vice-President of Academic Affairs, July 1988 - June 30, 1989, and supported by both Howard University's Department of Curriculum and Teaching in the School of Education in Washington, DC and the Department of Natural and Applied Sciences in the Human Services Program at Fiorello H. LaGuardia Community College, Long Island, N.Y.

"WHAT YOU GIVE IS WHAT YOU GET"

The presenters for this session are: (1) Dr. Iris R. Sutherland, a faculty member and Coordinator of the Early Childhood Education Program at Fiorello LaGuardia Community College. She is in the Department of Natural and Applied Sciences in the Human Services Program which is located in Long Island, N.Y.; (2) Dr. Rosa Trapp-Dukes, an Associate Professor at Howard University in the Department of Curriculum and Teaching. Rosa's specialities are ECE/Special Education, particularly work with Downs Syndrome Children and operation of quality childcare centers (she along with two partners operates a community-based childcare center in S.E. Washington, DC); and (3) I am Dr. Marjorie W. Lee, an Associate Professor at Howard University and Coordinator of the Graduate ECE Programs in our Department (C&T). Currently, I am working with 19 teachers in the Washington, DC area on developing a curriculum guide on India for use with children preschool - 12th Grade. This effort is based on a project which was funded by a Fulbright-Hayes Grant awarded for summer 1987.

The three of us are co-investigators for a research project dealing with the extent to which preschool teachers put themselves into their instruction/care of young children. Last year, 1987, at NAEYC in Chicago -- in the lobby of the Conrad Hilton Hotel, Iris and I were exchanging about our preparation of good ECE teachers. As we talked, we elaborated on what we were doing (what is required of a good teacher of young children and what each of us is doing to address these competencies) to train competent teachers. Within this context, Iris mentioned about the need to invest <u>oneself</u> in the care

of young children -- meaning, the investment of one's personality, the attention, one's interest focus, effort, closeness, persistence, warmth, enthusiasm, etc. -- into the care of children. The emotional self is what is invested. After comprehending her intent, I shared about James Coleman's concept, SOCIAL CAPITAL. We began to scribble on a paper napkin so that we could apply to NAEYC for the 1988 Conference -- and here we are today. This information was shared with Rosa, who then joined us in the development of the research project and this presentation. She also provided the title of this session, "You Get What You Give" which means, to the extent you invest yourself in the care of young children, you influence children's learning, wanting to learn, and knowing how to learn.

First, Iris will explain our conceptualization of "social capital" and the notion of "giving to get". Next, Rosa will explain the preparation of our questionnaire which is designed to provide information about the extent to which preschool teachers invest themselves into their care of young children. And finally, I (Marjorie Lee) will give additional information about our research project, such as field-test results and expected outcomes from the study.

TEACHERS' SOCIAL CAPITAL: GIVING OF ONESELF

Teachers play a strong and influential role in the lives of the children they teach. The role preschool teachers play is especially important since their relationship with their young charges plays an instrumental part in the early development of attachment and social relationships of the youngsters outside their homes.

In order to positively effect these characteristics in young children's development, early childhood teachers or caregivers must possess and know how to use certain affective attributes we have identified as social capital, in their daily interactions with the children. Social capital is the investment of "self" into teaching in order to assure that learning occurs. As teachers/caregivers acquire skill with the attributes embodied in social capital, they will be better able to "put themselves" into their role and transform the dimensions of social capital from theory into effective classroom practice.

We postulate five dimensions of social capital: attention, personal interest, intensity of involvement, intimacy (closeness), and persistence/continuity over time. Attention refers to the teacher/caregiver giving her/his full focus to a child at a particular time. This attention requires the adult to be skilled at asking open-ended questions, and keen at observing and listening. When the teacher asks clear, easy to understand open-ended questions, he/she provides the child with the opportunity and the challenge to go beyond the predictable monosyllabic response. It allows the child to enhance and expand his/her thinking abilities and make choices. Active observation enables the teacher/caregiver to "read" the child's

gestures and tune in to the non-verbal cues or messages the child may be sending with a shrug of the shoulders, a downcast look, or a nod of the head. A teacher who actively listens may hear the child's hesitations, sighs, murmurs, and even the unspoken words. Active listening will above all, help the teacher to avoid the pitfall of overanalyzing, over interpreting, or misinterpreting the communication that is being sent by the child. By successfully using this triad the teacher will be providing the child attention and support without "overpowering" the child or directing the activity.

Personal interest is the dimension of a teacher's social capital which will be evident as the teacher uses positive discipline to enforce standards and rules with the child. The teacher promotes the child's positive self-esteem and self-image by first recognizing and validating the child's ideas and points of view, and then sensitively yet firmly negotiating or providing an alternative solution.

The teacher practices intensity of involvement, the next attribute of a teacher's social capital, by the quality of time and effort he spends with a particular child, and the level of genuineness displayed in interactions with the child's primary caregiver(s). This latter interaction is pivotal to the success of the joint effort of the school and the home to promote the child's sound development. When teachers genuinely accept the significant adults in their students' lives as respected partners in the intellectual development of the children, the teachers deliver the message to children that they too are valued and respected. This is especially so if the child and his family share a culture and language that is different from the culture and language of the teacher and the school.

This sensitive and affective behavior between these important adults (teachers, parents) in the lives of children is a key factor in helping teachers know their students in a more personal and intimate way, and sends the message that every child is seen as an individual with strengths and abilities.

The degree of intimacy or closeness in a teacher's social capital refers to the amount and quality of time and attention the teacher gives to helping each child to better know and understand self (feelings, likes, dislikes, moods, etc.). Teachers establish intimacy with individual children by providing positive reinforcement and feedback, and by sharing appropriate experiences, including cultural ones. This intimacy is fostered by the teacher's knowledge of self - a knowledge of his/her own gestalt which Erikson (1979) says includes "the person's physical and intellectual self, her cultural inheritance, her psychological and temperamental self and all the environmental forces that come to bear on her".

The teacher's acceptance and understanding of self enables him/her to accept and understand others with their personal and cultural uniqueness, and thus guide her pupils as they move on their individual journey to self-awareness and interdependence. This journey includes the socio-emotional experience of learning about other people and learning and sharing in their ways of doing and experiencing things - in sum, learning about their cultures.

This level of intimacy calls for an on-going daily reaffirming of the value of self by the teacher who shares with his/her students in naturalistic ways the identified cultural similarities and diversities within the school and the community. Too often teachers' cultural selves are absent from classroom experiences. Teachers tend to refrain from sharing their cultural experiences with their classes thus depriving themselves and their pupils

of a dimension in their relationship that could add richness to the classroom experience as well as give clues for learning.

For young children the classroom should be the most auspicious place to foster the acceptance, the understanding and the celebration of the rich multicultural tapestry that our society has woven throughout its history, and even now continues to weave.

Persistence or continuity over time, the fifth attribute that we postulate in teachers' social capital, refers to the fundamental belief that every child is unique and, as a result develops at his/her own pace. The teacher of young children should not only provide an environment that stimulates and challenges each student's individual abilities, but should also arrange his/her time so that there can be meaningful interactions with every child in his/her class. This special individual attention fosters self-acceptance and autonomy in young children. When encouragement, both in words and actions, permeate programs for each young child, each child has a chance to see "self" as the center of the teacher's focus. When children perceive that their efforts are truly valued and appreciated by the special adults in their lives, they can be imbued with pride in their accomplishments and the desire to achieve is likely to be encouraged and constant.

These five characteristics of teachers' social capital as presented, lie at the core of successful, effective, developmental education programs for young children. Programs that respect and value each child's unique strengths and abilities, have teachers who invest themselves affectively and behaviorly into their teaching. They have teachers who give their social capital in order to get young children to want to learn, like to learn, and know how to learn. Therefore, we can say to teachers " you

get what you give".

Now, Dr. Trapp-Dukes will describe how the concept, "Social Capital", was developed into a questionnaire which can be used to obtain an assessment of a teacher's investment of this quality.

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SOCIAL CAPITAL SURVEY INSTRUMENT DEVELOPMENT

Whenever trainers/educators of any human population desire to evaluate the effectiveness of their training, the question or problem becomes: How do we measure our training outcomes? Or, how can we tell that we've achieved what we wanted? In this study, we are fortunate because our prerequisites or the training goals to be assessed were clear, at least conceptually. Specifically, out training goals were the same as the training skills of the Child Development Associate National Credentialing Program (CDA degree), set forth jointly with the CDA Program and the Administration of Children, Youth and Families, U.S. Department of Health and Human Services in 1973 and revised in 1983.[1]

The CDA emphasizes the achievement of skills in six general areas. For training purposes, these six general skill areas are called (by CDA) basic competencies or Competency Goals and they are:

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[1] Beaty, Janice J. (1988). Skills for preschool teachers. Ohio: Merrill Publishing company.

CDA COMPETENCY GOALS (6)

I. To gather and maintain a safe learning environment/classroom.

II. To advance physical and intellectual competence.

III. To support social and emotional development and provide positive guidance.

IV. To establish positive and productive relationships with families.

V. To ensure a well-run, purposeful program responsive to praticipant's needs.

VI. To maintain a commitment to professionalism.

CDA FUNCTIONAL AREAS (13)

1. Safe
2. Healthy
3. Learning Environment
4. Physical
5. Cognitive
6. Communication
7. Creative
8. Self
9. Social
10. Guidance
11. Families
12. Program Management
13. Professionalism

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Observable and assessable by (39) validated indicators, such as behavior and/or behavior and environmental equipment and manipulation.

For example: Functional area #8 - Self has the following 3 indicators:

1. Accepts every child as a worthy human being and lets him or her know with non-verbal cues.
2. Helps children to accept and appreciate themselves and each other.
3. Provides many activities and opportunities for individual children to experience success.

Remember, social capital is the teacher's investment of "self" into the teaching process. It is the relationship between a teacher and a child that influences that child's growing up with the attitudes, effort, and conception of self to achieve and succeed (Coleman, James S., "Families and School", Educational Researcher, 16:6:32-38 August-September 1987.) This concept is based on the assumptions that: a) Five salient attributes - attention, personal interest, intense involvement, degree of intimacy (closement), and persistence/continuity - all influence the degree to which children know how to learn, want to learn, put forth the effort to learn, feel competent, or feel capable of mastery; b) These attributes interact with the family's input of resources to the child's education to effect the child's achievement.

Our objective for the questionnaire is to answer the questions, to what extent do ECE teachers report that they invest social capital with each of their students? And, is there

consistency between self-reported information and that observed for 20% of the subjects?

Social capital has five components: attention, personal interest, intensity of involvement, degree of intimacy, and persistency/continuity over time. Each component, according to its definition, was delineated with competencies from the CDA functional areas for the questionnaire. For example, see the handout "Conceptual Framework for Research" for a definition of the components of social capital. Under attention was listed competence behavior such as:

a. Greeting individual children as they arrive at school;

b. Supervising activities without nagging or directing play.

The interest items included:

a. Helping children establish limits for their behavior;

b. Providing opportunities for each child to work and play cooperatively.

Intensity of involvement included:

a. Arranging for parents to observe a child's school behavior;

b. Involving a parent in planning and participating in child's program.

Under degree of intimacy was listed:

a. Helping a child to accept and appreciate oneself and others;

b. Facilitating discussions about children's feelings and concerns.

Items under persistency/continuity over time included:

a. Participating frequently in courses and/or training;

b. Conferencing with children's next teacher.

In developing our survey instrument, in this case a teacher questionnaire, we combined all 39 CDA validated indicators for their 6 validated competency goals/skill areas, and hypothesized that they could be clustered under the 5 social capital competencies. We further hypothesized how they clustered, that is we tried to decide which of the 39 indicators represented a demonstration of which social capital competencies, thereby providing us with a draft Answer Sheet. Then, to validate/confirm our thinking regarding the applicability of the Social Capital Competencies to the CDA Competency Goals/Skills (Competencies), we constructed the Social Competency Questionnaire and Answer Sheet. Finally, we field tested the questionnaire throughout the Washington, DC and New York City Metropolitan areas.

The entire process was most challenging and very intellectually exciting as the initial/field test results came in! Dr Lee has the pleasure of telling you about those exciting initial findings! Also, I believe she is prepared to permit you to a sneak preview of the instrument.

In telling you more about our research project, I will first give a brief overview of the literature regarding social capital and its components, then the results of our efforts to establish the questionnaire's reliability and validity, and finally some outcomes and benefits we expect from the project.

Literature Review

We know that a good teacher needs the attributes and skills of a parent or parents in a "strong" family -- those intimate qualities that are more likely to help children learn in school, like school, and put forth enough effort to learn and feel good about their accomplishments (Coleman, 1987). Teacher education is required to focus on preparation that yields the emergence of qualities addressing these attributes and outcomes. This means that teacher education programs must emphasize qualities such as support of individuals, interest and personal involvement in the educational process in order to give an intimate and more persistent dimension to children"s development. These features are found in strong families and the ones supported by research as influencing school success for children. Therefore, we know that teacher preparation programs must train teachers who can put themselves affectively into their instructional interactions with children, in order to extend and support these same inputs children receive from their families.

The noted national reports indicate that far too many teacher preparation programs have focused on formal intelligence as if skill-knowledge and theoretical principles will effect the style of instruction used with children (Resnick, 1987). All too often, the affective dimensions of teacher-style seem not to be conceptualized and presented in direct ways that can be incorporated

into teacher training. Consequently, teachers have been left to develop an appropriate effective style of teaching once they are employed in the classroom.

This practice is not supported by the literature. We know that caregivers who were well trained in child-related education, were more likely to engage in social interaction and cognitive language stimulation with children (Ruopp et al., 1979) and to deliver better overall care (Stallings and Porter, 1980). Caregivers with early childhood certification scored higher in child-oriented attitudes than did caregivers with elementary certification (Berk, 1985). The early childhood caregivers also had higher use of encouragement, especially toward children's self-initiations and verbal expressions, and engaged in more indirect guidance than did the elementary-trained caregivers. The information in Berk's study regarding the caregivers' attitudes, job satisfaction, and career commitment was self-reported.

We know that the quality and specificity of a teacher's preparation are significantly related to effectiveness (Phillips, 1987). Therefore, information from caregivers regarding the extent to which their training has given them "social capital" is expected to provide insight for improving teacher preparation programs in these regards.

It is important to note here that a review of the teacher education literature indicated that one or more of these qualities or their attributes as they effect development, including learning, but the term, "social capital" does not emerge as a concept embodying a combination of these qualities. There are aspects of these five qualities in social capital that have been investigated for their influence on children's development. For example, Ruopp et al. (1979) investigated attention given to children and found that caregivers working with small groups (3 - 5 children) had more social interactions with each child than

did caregivers working with large groups or the entire group. Similarly, Bruner (1980) and Smith and Connolly (1981) found that caregivers talked more with each child when the group was small. Children working with adults in smaller groups or individually performed better and with less distress.

Investigations of teacher-involvement with children and continuity in work with children have also been conducted. Howes (1983) found that caregivers with smaller groups of chilren were (1) more responsive to children's needs; (2) provided more social stimulation; and (3) had more positive affect when interacting with children than did caregivers with large groups of children. Children have more positive affect and greater cognitive gains when they work with a caregiver over time than they do working with part-time or volunteer caregivers in the same period of time (Cummings, 1980; Rubenstein and Howes, 1979).

Field-Testing Information and Expected Outcomes

With this type of information before us, we proceeded to field-test our questionnaire to establish where or not it was reliable and valid for our purposes. That is, we provided definitions for the five aspects of social capital and lists containing 39 teacher competencies. Participants were to identify the social capital category in which each item should be placed. Subjects (23) for the initial field-testing were teachers in non-public school or Head Start preschool programs in both New York City (14) and Washington, DC (13 teachers participated, but four questionnaires were incomplete, and thus, not included). A profile of the participants for this phase of the field-testing is as follows:

PROFILE OF RESPONDENTS TO THE "PRESCHOOL TEACHER'S SOCIAL CAPITAL COMPETENCY QUESTIONNAIRE"

VARIABLES	ATTRIBUTES	NY = 14	DC = 9
Staff Position	Teacher	10	9
	Head Teacher	4	-
Gender	Male	1	1
	Female	13	8
Race of Respondents	Black	7	7
	White	5	2
	Native American	2	-
Race of Children Taught	Black	8	8
	White	6	1
Age Range	Age	20 - 59 (8) 20-39 (6) 40+	23 - 39 (9)
TE Training on	Social Capital?	14=Yes	6=Yes 3=No Response
Staff Training on	Social Capital?	13=Yes 1=No	6=Yes 3=No Response

By questionnaire reliability we mean checking to find out if we measure the same set of competencies again and again with the same or comparable measuring instruments, we will get the same or similar results. A draft questionnaire was developed with competencies listed under the social capital component-headings so that we could find out if these items were identified as belonging to these categories by the participants. While all 39 competencies were categorized by participants, we decided to compare the reliability of the investigator-chosen items first and then proceed to assess the reliability of other items. The results from this examination were as follows: I = Attention; II = Interest; III = Involvement; IV = Intimacy; V = Persistence/Continuity.

	NY	DC		INVESTIGATOR KEY	DISPOSITION
I. Giving Attention:					
a. Greeting individual children as they arrive at school.	1	1		1	used
b. Verbalizing to a child his/her actions as they occur.	1	1		1	used
c. Maintaining eye contact with children when interacting with them.	1	1		1	used
d. Displaying some products of each child's work.	2	2		1	not used
e. Interacting with children in ways that encourage them to communicate their thoughts and feelings verbally.	4	4		1	not used
f. Supervising activities without nagging or directing the play.	1	1		1	used
II. Showing Personal Interest:					
a. Recognizing unusual behavior or symptons of a child who may be ill and providing for him/her.	2	2		2	used
b. Helping children establish limits for their behavior.	2	2		2	used
c. Providing many activities and opportunities for each child to experience success.	2	2		2	used
d. Stopping or redirecting unsafe child behavior.	2	2		2	used
e. Providing opportunities for each child to work and play cooperatively.	2	2		2	used
f. Planning for the individual needs of each child based on observation and evaluation of the child.	2	2		2	used
III. Revealing Intesity of Involvement:					
a. Communicating with parents who do not come to the classroom about the child's progress.	3	3		3	used
b. Respecting parents' views when program goals differ from parents' goals.	3	3		3	used
c. Arranging for parents to observe a child's school behavior.	3	3		3	used
d. Helping children develop such concepts as shapes, color, size, classification, seriation, and numbers.	3	3		3	used

	NY	DC		INVESTIGATOR KEY	DISPOSITION:
III. (continued) Revealing Intensity of Involvement					
e. Involving a parent in planning and participating in child's program.	3	3		3	used
f. Communicating frequently with parents to assure that you both share similar goals for the children.	5	5		3	not used
IV. Giving Degree of Intimacy:					
a. Helping a child to accept and appreciate oneself and others.	4	4		4	used
b. Helping child to use all of his/her senses to explore the world.	4	3		4	not used
c. Praising each child for attemps and successes.	1	1		4	not used
d. Accepting each child as a worthy human being and letting him/her know it by nonverbal cues.	4	4		4	used
e. Facilitating discussions about children's feelings and concerns.	4	4		4	used
f. Showing your acceptance of children and their feelings by getting down to their level and listening to them.	4	4		4	used
V. Showing Persistency/Continuity Over Time:					
a. Participating frequently in courses and/or training.	5	5		5	used
b. Follow-up attempts to match families with needed services.	5	5		5	used
c. Reading journal articles and textbooks about ECE to keep informed.	5	5		5	used
d. Conferencing with children's next teacher.	5	5		5	used
e. Providing ongoing opportunities for children to use their bodies in a variety of ways in order to continue to learn and develop.	5	5		5	used
f. Recommending activities/experiences for parents to use at home with their children throughout the year.	5	5		5	used

In summary, the 23 participants were in agreement with the investigator's key for almost all of the items, as shown in Table 1, below:

TABLE 1

ITEMS IN AGREEMENT (Respondents-Key Disposition Agreement)

Attention	= 4	No of items = 6
Interest	= 6	
Involvement	= 5	
Intimacy	= 4	
Persistence/Continuity	= 6	

Three of the categories had perfect or near complete agreement among the raters, while only two categories had two items not in agreement among the raters. Those items not in agreement were discarded and substituted by other items meeting the criteria for inclusion on the questionnaire. All totaled, the number of items not used for each category were as follows below:

TABLE 2

ITEMS NOT USED (Respondents-Key Non-agreement)

Attention	= 5	Total No of items = 39
Interest	= 4	
Involvement	= 4	
Intimacy	= 4	
Persistence/Continuity	= 2	

Of course, we were pleased with the results of the initial field-test effort. This information enables us to establish that the questionnaire's items are dependable, are accurate, have consistency, and have predictability. Therefore, we can conclude that our instrument has <u>reliability</u>, since the items repeatedly measure the properties we wish to measure. This initial test also helps us establish that the questionnaire has <u>content validity</u>, i.e., measures what we think it measures relative to the content or substance and topic of the items, since the items were categorized as expected.

The second phase of field-testing will include checking the administration procedures to be sure there are no problems related to completing the questionaire. The instrument will be administered to a few child caregivers in the D.C. area so that any remaining troublesome aspects can be modified and the directions and format can be clarified for ease in providing the information requested. With the completion of this phase, we will formally conduct the study.

At the conclusion of this project, we expect to have insight for recommendation regarding the improvement of teacher education programs and perhaps, in the refinement of the CDA competencies. In addition, we expect the following:

1. To conceptualize social capital in a way that it has a connotation of action in childcare, with teacher education programs adopting the concept for inclusion in teacher preparation as training to enable prospective teachers to invest their effort, enthusiasm, dedication, warmth, caring, personality, ethnicity, professional skills, talents, interests, etc. in teaching and caring for young children -- so that these aspects of instruction are demonstrated through observable competencies (the CDA behaviors).
2. To provide a conceptual framework in which to discuss the salient (key) qualities of a competent ECE caregiver so as to give preschool teaching status and descriptors beyond that of "babysitting". It will be more clearly recognized, we hope, that not anyone/everyone can provide quality care for young children.
3. To provide support for the decision to require ECE students to engage in practica, coordinated and in conjunction with taking their methods courses, while also receiving supervision from ECE faculty for guidance and feedback throughout this phase and all other preparation phases of teacher training.

4. To influence the inclusion of this concept, in junior high and high school child development, family life, and parenting courses or components of PE/Health Education.

This concludes our presentation. We thank you for your interest in this topic and attendance at this session. The rest of the session is reserved for your comments, and/or questions.

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